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ABSTRACT

This collection is part of a continuing series providing information on recent doctoral dissertations. The six titles deal with the following topics: (1) a comparison of mastery and nonmastery learning approaches to teaching reading comprehension to Title I students in second through sixth grade, (2) induced mental imagery and the comprehension monitoring of poor readers, (3) the reading and mathematics achievement of Title I and non-Title I students in the Archdiocese of San Francisco, (4) the effects of instruction in text lookback strategies on fourth grade poor readers' comprehension ability, (5) training and generalization of oral reading responses of poor readers as functions of prosthetic reinforcement and discourse unit, and (6) using a modified cloze procedure to effect an improvement in reading comprehension in reading disabled children with good oral language skills. (FL)

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Remedial and Compensatory Reading Instruction:

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Bacon, Ann Hawkins
A COMPARISON OF MASTERY AND NONMASTERY LEARNING APPROACHES TO TEACHING READING COMPREHENSION TO TITLE I READING STUDENTS IN GRADES TWO THROUGH SIX

Bales, Ruby Evelyn Jones
INDUCED MENTAL IMAGERY AND THE COMPREHENSION MONITORING OF POOR READERS

Harris-Cuffe, Marjorie Lee
A CAUSAL-COMPARATIVE ANALYSIS OF READING AND MATH ACHIEVEMENT OF TITLE I AND NON-TITLE I STUDENTS IN THE ARCHDIOCESE OF SAN FRANCISCO

Murphy, Irene Maxwell
THE EFFECTS OF INSTRUCTION IN TEXT LOOKBACK STRATEGIES ON FOURTH GRADE POOR READERS' COMPREHENSION ABILITY

Ranum, Gary Wayne
TRAINING AND GENERALIZATION OF ORAL READING RESPONSES OF POOR READERS AS FUNCTIONS OF PROSTHETIC REINFORCEMENT AND DISCOURSE UNIT

Vivion, Harriet King
USING A MODIFIED CLOZE PROCEDURE TO EFFECT AN IMPROVEMENT IN READING COMPREHENSION IN READING DISABLED CHILDREN WITH GOOD ORAL LANGUAGE

A COMPARISON OF MASTERY AND NONMASTERY LEARNING APPROACHES TO TEACHING READING COMPREHENSION TO TITLE I READING STUDENTS IN GRADES TWO THROUGH SIX

Order No. DA8517795

BACON, ANN HAWKINS, ED.D. *Texas Tech University*, 1985. 120pp. Chairperson: Lester G. Butler

This study sought to determine if a mastery learning approach to teaching reading in a supplemental reading program was more effective in promoting reading achievement than a conventional approach. It followed a quasi-experimental pretest, posttest design. The treatment group received supplemental instruction in reading with a mastery learning approach using the composite objectives found on the third and fifth grade Texas Assessment of Basic Skills (TABS) test. The control group received supplemental reading instruction using a nonmastery commercial reading phonics skills approach.

The subjects were 240 Title I reading students from three elementary schools in Lubbock. The students in grades 2 through 6 were randomly selected from a pool of 384 Title I youngsters who qualified to participate in the Title I remedial reading program.

Teachers in the treatment group received training in mastery learning and in the use of the selected materials. Bloom's (1976) cues, participation, reinforcement, and feedback/corrective strategies were used with the treatment group. Mastery was demonstrated by scoring 80 percent or better on each mastery test.

Both the treatment and the control groups received reading instruction in the regular classroom. No mastery learning strategies were practiced in these classrooms.

The researcher sought to answer the following questions: (1) Is a mastery learning supplemental reading program more effective than a conventional supplemental reading program in promoting achievement in reading comprehension among Title I students? (2) Will a mastery learning approach taught in a supplemental reading program be more effective for boys or for girls than a nonmastery supplemental reading program in promoting reading achievement? (3) Will there be any statistically significant interaction between sex and approach at each grade level?

Significance of differences was tested by an ANCOVA inasmuch as *t* test results indicated significant group difference on the pretest. Results of the ANCOVA revealed no significant differences in the reading achievement of students taught by a mastery approach and those taught by a conventional approach. There were no significant differences between sex and approach, and there was no significant interaction between sex and approach.

INDUCED MENTAL IMAGERY AND THE COMPREHENSION MONITORING OF POOR READERS

Order No. DA8514520

BALES, RUBY EVELYN JONES, ED.D. *University of Maryland*, 1984. 165pp. Director: Linda B. Gambrell

The effects of mental imagery instructions upon comprehension monitoring skills of below-average readers were investigated.

Research questions addressed (1) the effects of mental imagery instructions on the detection of explicit and implicit inconsistencies in a passage, and (2) the effects of mental imagery instructions on the reported use of the imagery strategy.

Subjects (124) were randomly assigned to one of two treatment groups: (1) mental imagery instruction, or (2) general instructions. Subjects in the experimental (mental imagery instruction) group received 30 minutes of instruction in the use of mental imagery for memory and understanding. Subjects in the control (general instructions) group received a general instruction, using the same materials as the experimental group.

In addition to instructional materials, other materials used included (1) scripts for instructional and test materials, (2) test materials, which consisted of two short expository passages containing either explicit or implicit inconsistencies, (3) a probing instrument, and (4) a post reading interview.

Each group was divided into sub-groups by systematic random assignment to determine order of passage reading. Each subject read two passages, "Snakes" and "Pigeons." One passage contained an explicit inconsistency, the other an implicit inconsistency. Subjects in the experimental (mental imagery instructions) group were reminded to "make pictures in your mind to help you determine if there is anything not clear or not easy to understand." The control (general instructions) group subjects were reminded to "do whatever you can to help you determine if there is anything not clear and not easy to understand." A probing instrument was used to determine the level of comprehension monitoring. A post-reading interview was used to elicit strategies used by subjects to determine clarity and understanding.

Results of chi-square analysis yielded a statistically significant difference in favor of the imagery group with respect to detection of explicit and implicit inconsistencies and for the reported use of the mental imagery strategy.

Results of this study suggest that mental imagery may be a viable strategy for enhancing the comprehension monitoring skills of below-average readers.

A CAUSAL-COMPARATIVE ANALYSIS OF READING AND MATH ACHIEVEMENT OF TITLE I AND NON-TITLE I STUDENTS IN THE ARCHDIOCESE OF SAN FRANCISCO 1978-1982

Order No. DA8504173

HARRIS-CUFFEY, MARJORIE LEE, ED.D. *University of San Francisco*, 1984. 184pp. Chairperson: John Devine

Problem. The academic achievement of Title I participants in the Archdiocese of San Francisco is measured with the Science Research Associates (SRA) Test. Sufficient data is not available to determine whether or not the students participating in the program have made statistically significant gains; whether or not students attending one school show significantly higher gains per year than those attending another school; whether or not gains were higher in one school year than another; or whether or not significantly higher gains are made in reading over math, or vice-versa during the school years 1978-79 through 1982-83.

Method. An ex post facto study using a Causal-Comparative Design was used for this study. The repeated measures ANOVA Design was utilized to analyze these data. The mean achievement scores of students receiving Title I services were compared with those of children not receiving Title I services. The samples consisted of Grades 2 through 6 in five elementary schools from various neighborhoods in San Francisco. The five schools were selected based on neighborhood; participation in the Title I Program five or more years; and school size.

Results. Based on the findings for the Title I Reading mean scores, Grades 2, 5, and 6 made a statistically significant gain only one year (20 per cent) over a five-year period. Grades 3 and 4 did not realize a statistically significant gain over any of the five school years. Of the scores compared for each of the five grades, five years analyzed, there were only three instances where statistically significant gains were shown. The results of the math scores were more discouraging than reading scores. Grades 3 and 4 showed no significant gains 80 per cent of the time. Grades 2, 5, and 6 showed no statistically significant gain in any of the five years under study.

The most significant reading scores change over the five-year period occurred in the Grade 3 non-Title I classroom during the 1981-82 school year. Although no other score changes were statistically significant, the mentionable gains that did occur were made by the non-Title I classrooms. The non-Title I Grade classrooms made a statistically significant gain in math during the 1979-80 school year. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

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THE EFFECTS OF INSTRUCTION IN TEXT LOOKBACK STRATEGIES ON FOURTH GRADE POOR READERS' COMPREHENSION ABILITY

Order No. DA8508507

MURPHY, IRENE MAXWELL, ED.D. *University of Maryland*, 1984. 226pp. Director: Richard K. Jantz

The purpose of this study was to examine the effects of instruction in text lookback strategies on fourth-grade poor readers' comprehension ability. This was a modified and extended study of the Garner, Hare, Alexander, Haynes, and Winograd (in press) study. A secondary purpose of the study was to test the durability and generalizability of the benefits of lookback strategy instruction.

Forty-eight fourth grade readers who were rated as both decoding proficient and comprehension weak using multiple criteria were the subjects for this study. Twenty-four subjects were randomly assigned to a training condition and twenty-four subjects to a control condition.

A text lookback strategy was taught to the twenty-four subjects in the training condition while the control subjects received summarization training. A training program, including teacher modeling and illustrated visual charts, was devised and used to teach the text lookback strategy. Scripts were developed and used for the training sessions to ensure uniformity of instruction. Readers were taught why to use lookbacks, when to use them, and where to use them with expository texts and accompanying text-based and reader-based questions.

Five days after training was completed, both groups participated in a posttest session to assess their use of text lookbacks and question-answering accuracy. Six days after training was completed, the treatment group was assessed for use of text lookbacks and question-answering accuracy using an extended expository text to test durability and generalizability of the text lookback strategy. Testing episodes were videotaped and reviewed by three reading doctoral students who coded how well subjects processed texts and questions.

Significant differences between training and control groups were found both for percent of correct answers with lookbacks for questions not answered correctly from memory and for percent of lookbacks used when needed. Statistical evidence supports text lookback strategy instruction as durable, generalizable, and transferable to extended text.

Findings support the training of the text lookback strategy for fourth grade poor readers who do not use a text lookback strategy when needed. Limitations of this study and future research directions are provided.

TRAINING AND GENERALIZATION OF ORAL READING RESPONSES OF POOR READERS AS FUNCTIONS OF PROSTHETIC REINFORCEMENT AND DISCOURSE UNIT

Order No. DA8505378

RANUM, GARY WAYNE, ED.D. *Columbia University Teachers College*, 1984. 159pp. Sponsor: Professor R. Douglas Greer

Five handicapped students, ranging in age from 6-15 were subjects in this experimental study designed to test the generalization of oral reading responses as a function of the topograpny of the word, phonetic or non-phonetic, and as a function of prosthetic reinforcement. The dependent variables were the: (a) number of trials to criterion; (b) number of stimulus items generalized to phase maintenance conditions; and (c) number of stimulus items generalized to texted prose conditions. The independent variables were the: (a) token economy; (b) three word forms per discourse item. A combined alternating treatments and reversal design with replications was used. The three kinds of alternating treatments were the three kinds of discourse units: phonetic words, basewords and phonetic syllables. Experimental conditions were the baseline (A) and token economy (B) conditions, in the form of ABAB. Prosthetic reinforcement significantly increased maintenance of words across time, when compared to the number of training trials, and required 43% fewer trials when compared to baseline conditions to achieve same and higher levels of maintenance. Training trials resulted in 79% generalization at phase maintenance while 72% of those items generalized to texted prose conditions. The observed error rate was only slightly different for discourse unit and experimental condition in texted prose generalization settings. Acquisition or oral reading responses by these poor readers was more a function of training procedures, and only slightly affected by word type in training. Generalization of trained responses was a function of exemplars trained and setting. During training the token economy condition was found significant at the $p < .001$ level when compared to the baseline social reinforcement phase. Maintenance was as good for token conditions even though 43% fewer trials were required. No difference in generalization to texted prose was found for tokens vs. baseline conditions even though the baseline training required 57% more trials. Differences for discourse units were slight during training conditions. Effects replicated across four students under various phases. Strongest replications were observed for training trial conditions followed by generalization to texted prose, followed by phase maintenance. Discourse unit training proved less critical then token reinforcement training in the remediation of oral reading responses of poor readers.

USING A MODIFIED CLOZE PROCEDURE TO EFFECT AN IMPROVEMENT IN READING COMPREHENSION IN READING DISABLED CHILDREN WITH GOOD ORAL LANGUAGE

Order No. DA8511260

VIVION, HARRIET KING, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1984. 165pp. Major Professor: Paul S. Redelheim

This experiment analyzed the effect on literal reading comprehension of providing instruction in the application of psycholinguistic strategies used intuitively in apprehending meaning in discourse. A multiple-choice cloze procedure was used to implement the investigation.

The study was conducted in 6 weeks using a multi-element baseline design which involves repeated measurement of a behavior under alternating conditions of the independent variable. Experimental and baseline conditions were presented using a variable schedule independent of changes in the behavior. An analysis was made of the data by subject to determine the different effects of a continuing baseline of cloze practice and instruction in which the strategies were discussed and applied in completion of cloze pasages.

The subjects were six learning disabled children ages 10 to 12 years in an elementary Special Education Resource program, and mainstreamed in grades four to six. These children, identified as having normal intelligence and good oral language, had their disability manifested in an inability to read with comprehension.

The subjects were pre- and posttested using the SPPED *Test Development Notebook* (TDN) (1977), and standardized reading tests to determine increase in literal reading comprehension. Selections from the TDN other than those used for testing were used for instruction, along with a procedure for discussion of the strategies.

The analysis of data indicated that all subjects made use of the strategies in determining cloze replacements to varying degrees. Although there was considerable intra- and intersubject variability in baseline and instructional condition data, they evidenced that literal reading comprehension was generally higher for the instruction condition. All subjects evidenced an increase in literal reading comprehension from pre- to posttest results of one to two grade levels.

The differential performance in baseline and instruction conditions indicated that practice with the cloze procedure is not as effective in increasing literal reading comprehension as discussion of the pycholinguistic strategies. It was concluded that reading disabled children with good oral language may evidence an increase in literal reading comprehension when given instruction in the application of psycholinguistic strategies. A multiple-choice cloze seemed to provide an appropriate procedure for the instruction.

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